

## Safeguarding & Child Protection Policy and Procedures

This School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Safeguarding the rights of others is the most noble and beautiful end of a human being -  
Gibran

Various relevant documents were taken into consideration during the drafting of this policy: 'Education Act' (2002), 'Working Together to Safeguard Children' (July 2018), 'Children Act' (1989), Keeping Children Safe in Education October 2019 and Prevent Duty (June 2015)

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Date Created	Date 1st Review Due	Date Reviewed	Version	Next Review Due
March 2014	March 2015	July 2015	2	July 2016
		Sept 2015	3	Sept 2016
		Oct 2016	4	Sept 2017
		Nov 2017	5	Nov 2018
		Oct 2018	6	Oct 2019
		June 2019	7	June 2020
		October 2019	8	October 2020
		March 2020	9	March 2021
		May 2020	10	May 2021

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# 1. Safeguarding and Child Protection:

All members of The Green Room Foundation staff understand the many facets that make up Child Protection. Above all, the staff recognise that within school hours every pupil is under the supervision and care of The Green Room but also that Child Protection requires clear, honest and approachable dialogue with a pupils' home and primarily his/her parents/carers.

Pupil welfare and safeguarding is the single most important element of Child Protection, and not, for instance, the pupil's parents/carers' input. This fact, from time to time, dictates that other relevant agencies will need to be contacted prior to contact being made with a pupil's parents/carer.

The Green Room's approach to Child Protection covers the aims as follows:

- Stay safe
- Be healthy
- Enjoy and achieve
- Make a positive contribution
- Achieve economic well-being

The Green Room operates safe recruitment procedures including DBS checks.

The Green Room sees Child Protection as a team effort. Vigilance amongst the entire staff is high at all times and any concerns, no matter how troubling, are brought to the attention of the nominated Designated Safeguarding Lead immediately and all staff are informed, whenever necessary, as quickly as possible.

Categories of abuse include: physical abuse, emotional abuse, neglect and sexual abuse All of which are fully understood by all Green Room staff. Please see appendix for definitions.

## 1.1 Aims

This policy sets out The Green Room School's ethos in relation to Child Protection and the procedures that staff must follow.

Like many educational establishments The Green Room works through four main elements in reference to the above:

- Prevention
- Protection
- Support
- Collaboration

This policy works in relation and must be considered alongside all of The Green Room's other policies.

## 2. Operational Procedures

### 2.1 The Green Room School's Pledge

The Green Room places the protection of the pupil above all else, even above a pupil's education. A pupil needs to feel safe before they can learn anything. All staff make it a priority day to day to make The Green Room Schools feel like a completely safe place. This is achieved by various means but mainly through conversation.

### 2.2 Staff Awareness

All staff have contributed to the drafting of this policy, and thus all staff are in accordance with one another on The Green Room's approach to Child Protection. All staff have been trained in Child Protection and will continue to be so. This policy is available for all staff to re-read at any point.

### 2.3 How to Handle Disclosure

Any time information from a pupil is passed on to a member of staff and the matter relates to Child Protection, it is the duty of that staff member to move that information on to a more senior staff member.

Ultimately all concerns need to be passed on to The Green Room School's Designated Safeguarding Lead as soon as possible. This should be explained to the pupil at the time. The Green Room's Designated Safeguarding Lead will involve staff on a 'need to know' basis at the earliest opportunity. However, The Lead will regularly consult with the Officer for advice and guidance on specific cases.

Allegations of sexual harm committed by a member of staff against a pupil should result in staff raising this to the Designated Safeguarding Lead or to the Safeguarding Deputy-Officer, who in turn will contact the relevant authorities

### 2.4 Record Keeping

The importance of reporting and subsequently recording concerns about a pupil are made clear to all members of staff. The Designated Safeguarding Lead is responsible for deciding when to disclose information to authorities.

Concerns are reported verbally and recorded electronically in a Child Protection Incident Report. Subsequent developments that are pertinent to the situation e.g. a phone call home, are also recorded electronically in the Child Protection Incident Report.

In addition, we hold a 'pupil log' that records all communication or concerns between pupil/staff/parent/keyworker relating to pupils with current or potential child protection issues.

Upon request, parents/guardians/authorities may have access to any information regarding the Safeguarding of their child.

## 2.5 Recruitment and Selection of Staff

The Green Room operates in complete compliance with Department for Children, Schools and Families guidance and CRB and now, DBS checking procedures.

Recruitment process:

- All staff and volunteers working at The Green Room must have a DBS check.
- All staff and volunteers sign to record they have received and understand the fundamental child protection and other necessary policy procedures in place at the school and in the wider Organisation
- All staff with pupil contact or access to records concerning individual children must attend appropriate child/vulnerable adult protection training immediately
- All staff have gained their Level 3 Child Protection training certificate
- During recruitment we work to Safe Recruitment guidelines by obtaining full personal details and CVs with particular relevance to previous work with children and young people. Any stated qualifications will be thoroughly checked to ensure authenticity.
- The Green Room takes up one or more written references and insists that any appointment where staff has direct and / or unsupervised access to children and young people will only be confirmed subject to a satisfactory DBS check at the appropriate level
- In all other cases, we insist on a disclosure about previous employment history being signed before appointment
- At interview we have sound procedures and recording to ensure we are satisfied, and can evidence, that the applicant is appropriate and suitable
- If at any point during the recruitment procedure, information is disclosed that indicates that an applicant is not suitable for working with our young people we have a duty as an employer to pass this information on to relevant services
- We recognise that it is our duty to safeguard children and vulnerable adults by recruiting safely

## 2.6 DBS Checks

An agreed, consistent approach to DBS checks for all staff is followed (enhanced checks will be undertaken where necessary to satisfy legal obligations)

- Advisory Board/Trustees/Named Proprietor
- staff (including relief/casual staff)
- volunteers
- visiting professionals/freelancers
- occasional workers e.g. work placements

All employees and volunteers who will be working with young people under the age of 18 will be required to have a DBS check. DBS checks should be reviewed regularly – usually every third year. New members of staff or volunteers may not work in unsupervised sessions with young people under the age of 18 until they are in receipt of a clear DBS return.

Should an enhanced DBS check reveal details of a caution/reprimand/warning details it will be up to the discretion of the Directors of Everyday Arts /Head of School in conjunction with the Advisory Board/Trustees as to whether this will prevent employment. This will be decided on a case by case basis.

Where details of recruitment and vetting checks have been obtained a single register will be maintained. This will include records of current staff, including supply staff and the named proprietor of the school.

## 2.7 Training

All staff and regular volunteers will be provided with the necessary policy and procedure information upon employment, for which all staff will sign for and in doing so agree to adhere to the policy statements. Any further guidance or information regarding the policies will be provided upon request by a senior member of staff. Staff members will be fully trained in child protection procedures immediately. Any staff that are felt not to be following the appropriate procedural process will be monitored and if necessary re-trained in order to ensure the safety of pupils and satisfy the legal duties of the school.

On an annual basis staff will be trained in any new policies and kept up to date with the most recent child protection practices to be adopted within their role.

For the role of the Designated Safeguarding Lead within the school there will be specific training in line with the recommendations of 'Working together to Safeguard Children' and any local Area Child Protection Procedures. This training will be updated every two years. All staff will be encouraged to keep up to date with the most recent local and national safeguarding advice and guidance.

## 2.8 Induction

Any new full or part-time staff members, interns or volunteers are briefed on The Green Room's Child Protection and Procedures Policy.

Temporary staff or visitors are always made fully aware of the Safeguarding procedures within The Green Room School

## 2.9 Roles and Responsibilities

All members of The Green Room School staff recognise their Child Protection responsibilities. Being alert, recording information and reporting concerns are the most important of these responsibilities.

Holding back important and relevant information is unacceptable. This information should be shared in the daily meetings.

It is the responsibility of The Green Room's Designated Safeguarding Lead to lead matters

relating to Child Protection. Advice and support to the pupil is the key responsibility here. Advice and support towards staff is also the overall responsibility of the Designated Safeguarding Lead, as is liaising with the Safeguarding Deputy-Officer, the Local Authority and other relevant agencies and arranging staff Child Protection training.

The Safeguarding Deputy-Officer has the responsibility to reinforce the Child Protection ethos of The Green Room and liaises with the Designated Safeguarding Lead in order to filter information downwards to the workforce and upwards to the Advisory Board/Trustees.

The Green Room School/Everyday Arts Ltd. Board of Trustees have the overall responsibility to oversee the Child Protection Policy and Procedures and ensure they are of an appropriate standard.

## **3. Role of The School**

### **3.1 Vulnerable Children - Supporting Pupils at Risk**

Pupils that are vulnerable are at risk. For instance a pupil with SEN or a past experience of abuse are examples of vulnerability. In these cases it is the policy of The Green Room to be extra vigilant with regard to support.

Staff are always fully aware of the circumstances surrounding the pupil and thus are in a position to support the pupil's needs.

### **3.2 Children's Concerns**

The nature of The Green Room allows every single pupil one to one time with staff members each day upon request. Pupils can voice any concerns in these times.

Pupils are made fully aware, indeed pupils are actively encouraged to talk to members of staff and express concerns to trusted staff members.

### **3.3 Physical Intervention**

Occasionally, but very rarely, staff will be required to use physical intervention in matters relating to Child Protection. When this scenario arises all staff are fully trained and confident in dealing with the situation. All such incidents are logged in Incident Reports and parents/guardians are informed immediately.

However, only adults designated by the Designated Safeguarding Lead can use physical intervention and it will always be as a last resort to ensure Child Protection.

### **3.4 Safe Working**

The Green Room staff should deploy behaviour that can never result in founded or unfounded allegations of inappropriate, abusive or dangerous behaviour.

When it is necessary for a member of staff to be alone with a pupil in school, other staff should be aware and nearby.

When it is necessary for a member of staff to be alone with a pupil outside the school buildings they should where possible stay within eyeline of the school and take a phone and/or radio to call for any assistance when required.

When it is necessary for a member of staff to be alone with a pupil away from school and it is a planned event eg at the allotment, on a reward trip, they should prepare a risk assessment to ensure help can be reached as needed, and regular contact is made to the office.

When it is necessary for a member of staff to be alone with a pupil away from school and it is an unplanned event eg a pupil has absconded, help from colleagues should be sought as soon as is possible to ensure there are at least two staff members available to assist. Regular contact should be made with the Duty Manager until the pupil has returned to school.

### 3.5 Allegations Against Staff

Staff members that become aware of allegations against other staff members from pupils (that relate to Child Protection) or feel like they need to make such an allegation should pass on that information, without delay, to the Designated Safeguarding Lead.

An allegation made against the Designated Safeguarding Lead should be referred to the Safeguarding Deputy-Officer.

All matters regarding Child Protection are handled in complete confidence.

Arrangements to deal with allegations of abuse against all members of staff are as follows:

- The Designated Safeguarding Lead is the Senior Manager, but in their absence the nominated senior member of staff – all staff must report instances of abuse to the Designated Safeguarding Lead
- If the allegation concerns the Designated Safeguarding Lead, the Senior Manager, then staff must inform the Safeguarding Deputy-Officer
- Written confirmation of allegations or suspicions of abuse will be referred to the local social services department within 24 hours

Staff receiving information regarding allegations of abuse or who may suspect occurrences of abuse should follow these steps:

- Limit any questioning to the minimum required for clarification
- Stop asking questions when you have enough information to suggest that further action is going to be required
- Avoid leading questions
- Use the language of the child, and not make changes
- Make no assumptions of what happened
- Tell the pupil what the next stage will be and who will be involved
- Do not express any shock or outrage about the nature of what is being disclosed or suggest an explanation to the pupil

- Always offer help to assure future protection from the source of the abuse
- Agree to support the child during the investigation or recommend a person suitable for this role if necessary
- Do not make promises that you will not be able to keep particularly with regards to confidentiality which cannot be assured

### 3.6 Peer on peer abuse

Children can abuse other children. This is generally referred to as peer on peer abuse and can take many forms. This can include (but is not limited to) bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiating/hazing type violence and rituals.

### 3.7 Sexual violence and sexual harassment between children in schools and colleges

#### Context

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk.

Staff should be aware of the importance of:

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”; and
- challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

### 3.8 What is Sexual Violence and Sexual Harassment?

Please see definition in ‘Keeping children safe in education 2019’

When referring to sexual harassment we mean ‘unwanted conduct of a sexual nature’ that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child’s dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual “jokes” or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone’s clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
- online sexual harassment, which might include: non-consensual sharing of sexual images and videos and sharing sexual images and videos (both often referred to as sexting); inappropriate sexual comments on social media; exploitation; coercion and threats. Online sexual harassment may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.

Sexual harassment (as set out above) creates an atmosphere that, if not challenged, can normalise inappropriate behaviours and provide an environment that may lead to sexual violence.

### 3.9 Reporting Pupil vs Pupil Abuse

For a pupil making an accusation of abuse against another pupil to a member of staff, that member of staff will follow the same procedures as listed for accusations from and against adults. Accusations from pupils will be taken with equal amounts of severity and significance as those from adults. In the same manner rules of confidentiality will be adhered to and the gravity of such accusations made known to the pupil in order to protect all persons involved in the allegations from defamation of character and the right to fair and just treatment.

N.B. Malicious allegations, those made with intent to deceive or cause harm to those alleged, will be treated as a grievous offence. Where suitable and substantial evidence of deliberate allegations of this nature can be obtained the resulting actions against the perpetrator may be up to and including dismissal, for members of staff, or permanent exclusion, where the perpetrator is a pupil.

Where written reports are made of abuse or other issues of concern for the welfare of a pupil, a reporting system will be maintained and secured.

- Reports of the following will be kept:
    - Records of complaints and their outcomes
    - Records of major punishments
    - Records of any use of physical restraint
    - Administration of medication, treatment and first aid
    - Records of significant accidents
    - Records of all risk assessments carried out
    - Action taken in response to all risk assessments carried out.
- (Where applicable) suitability of any guardian arrangements made

The Green Room School will give guidance to staff to ensure that their behaviour and their action do not place pupils or themselves at risk of harm or of allegations of harm to a pupil during one to one situations. Such situations include, but are not limited to, conveying a pupil by car and engaging in electronic communication with a pupil.

### 3.10 Reporting Concerns About Other Members of Staff

Any concerns about other staff members that are harboured by any staff member is unacceptable and prohibited.

In the scenario that said staff member feels they can not report their grievance to the Designated Safeguarding Lead they should report to the Safeguarding Deputy-Officer.

### 3.11 Contextual Safeguarding at The Green Room

In addition to the general safeguarding outlined in this policy, The Green Room takes contextual measures which are relevant to our pupils specifically.

The key to keeping children safe is their consistent and sustained attendance at school. Attendance is taken regularly through the use of daily registers (morning/afternoon) and frequently monitored. The Green Room School deems any pupil whose attendance falls below 80% across a Half Term is deemed to be a 'persistent absentee' (please refer to Attendance Policy).

Once a pupil is deemed a 'persistent absentee' The Green Room School runs a 5 Step System. If at any stage of the System a pupil's attendance issues appear to no longer be a concern the Green Room School ceases to follow the system. Please refer to attendance policy.

Persistent Absenteeism may be indicative of a risk to a pupil's welfare, due to the heightened vulnerability of SEN pupils. With this in mind, The Green Room School implements various Safeguarding measures in order to keep a specific type of pupil from risk.

The Green Room School has multiple phone numbers for getting in touch with parents/guardians of each of its pupils in order to ensure the best chance of maintaining regular contact.

The Green Room School also recognise that SEN pupils can have significant difficulties in articulating and expressing themselves particularly with regard to risk and personal welfare issues.

The Green Room School also recognises that, due to the nature of our cohort, pupils will at time find it difficult to articulate if an attendance issue/problem stems from difficulties at home. There are various systems and methods The Green Room School uses in order to alleviate concerns with regard to articulation.

- Behaviour is monitored daily and logged using our school information management

system (Arbor) which enables all members of staff to maintain a clear picture of any emotional or behavioural changes to individuals and to spot patterns. As well as this, staff remain vigilant with regard to rising levels of anxiety amongst the cohort and follow both a coaching system as well as a self actualisation target setting system (Level Best) which again, allows any potential issues and subject risk to be picked up and dealt with immediately.

- Any and all safeguarding issues or suspicion of safeguarding issues are recorded in a confidential online system (CPOMS) the Lead Safeguarding Officer has overall responsibility for dealing with any safeguarding issues that arise in this way, but all staff have access to and the ability to log any concern in the system.

It is the view of the Green Room School that whether or not a pupil is actually being bullied, if they perceive themselves to be the victim of bullying then they should be treated as such and the situation should be dealt with accordingly. To that end, the emphasis is with the victim and not the perpetrator to determine whether or not bullying is occurring, and therefore the Green Room School recognises that an attitude of 'banter/boys will be boys/it was only a joke' etc. is to be discouraged and ultimately not tolerated in any way. The Green Room School has a zero-tolerance stance towards bullying of any kind (please see [Anti-bullying Policy](#)) Pupils are encouraged to speak openly and freely with all members of staff, and in particular Mentors so that any instances of bullying are highlighted immediately and dealt with on a personal basis by the Senior Leadership Team there and then. At the Green Room School any instances of bullying result in a fixed-term exclusion for the perpetrator.

Anti-bullying as a concept is addressed regularly when the school meet all together e.g. Circle Time. The School Values provide an impetus for discussion around ideas such as: Kindness, Politeness, Self-Awareness and these help reinforce the schools message around anti-bullying.

The Green Room School recognises that time spent away from school, for example school holidays, for any of its pupils is a time of increased and significant potential risk with regard to safeguarding. Although it is difficult to maintain any direct responsibility for individuals when they are outside of term time and away from the school premises, The Green Room School does take care to ensure pupils are well informed of the help they have available to them if they find themselves at risk. Child Helplines/telephone numbers/websites are promoted around the school both verbally and in poster form and all pupils are reassured that all staff are contactable via their school email addresses at all times.

Regular contact is maintained with the individuals and organisations that are closest to all pupils through face to face meetings, telephone conversations and through inter-organisational reviews, by doing this the Green Room School is able to maintain a thorough and extensive picture of each pupils situation with regard to any potential safeguarding issues. The Green Room School maintains regular contact with parents/guardians, social services, youth workers, advocates etc.

This thorough system of communication helps in specific cases, for instance with any pupil

who has a parent in prison. The Green Room School is always aware of any safeguarding risk posed in such a situation due to the high level of communication the school maintains.

At The Green Room we have daily therapeutic input at hand if pupils experience difficulties during their school day, and one to one psychotherapy sessions are available when required. Each pupil is assessed and an agreed focus for work is undertaken. This involves consultation with key family members and family interventions if deemed appropriate. Our psychotherapy provides Tier 2/3 level therapeutic support through creative art expression. Sessions are psychotherapeutic in nature and use art as a metaphor and path to the unconscious world. Here, unhelpful behaviour patterns, family dynamics, difficult past experiences and an awareness of emotions can be explored in a safe and contained medium through creativity or talking therapy. Sessions can also encompass solution focused work or basic emotional literacy depending on the level of need for each individual pupil.

## 4. Virtual School and the Coronavirus Impact

This section of our policy is based on the government guidance issued in March 2020, and particularly on 27th March 2020. The guidance is under review and will be updated.

### 4.1 Key Principles

The principles of Keeping Children Safe in Education continue to apply. The Green Room Schools operate virtually (online) during the coronavirus (COVID-19) outbreak - there is no physical presence in our schools. This is fundamentally different to business as usual. The following important safeguarding principles remain the same:

- with regard to safeguarding, the best interests of children must always continue to come first
- if anyone in a school or college has a safeguarding concern about any child they will continue to act and act immediately
- a DSL or deputy will be available
- it is essential that unsuitable people are not allowed to enter the children's workforce and/or gain access to children
- children will continue to be protected when they are online, including the use of filters and monitoring.
- 

### 4.2 Our Approach

The Green Room Schools will, as far as is reasonably possible, continue to take a whole institution approach to safeguarding. This will allow us to satisfy ourselves that any new policies and processes in response to COVID-19 are not weakening our approach to safeguarding or undermining our child protection policy.

- All our pupils are considered vulnerable as they all have Education Health Care Plans. Therefore we take their safeguarding extremely seriously and work closely with all the local authorities (including their social workers and heads of virtual schools where relevant) who place pupils with us and provide them with regular comprehensive

information on our pupils and our provision. As the provision is virtual, social workers are invited to meet virtually with staff and attend sample lessons as required.

- We carefully manage online interactions and the possibility of adult or peer on peer abuse - see below.
- Our staff are regularly trained to act and act immediately if they have concerns about any of our young people regardless of their status (eg looked after, vulnerable etc) They have been trained in the new arrangement for safeguarding during the Coronavirus outbreak.
- Our DSL and deputies and systems/files to co-ordinate their work remain in place - they are all online. DSL and deputies can be contacted via phone or video.
- We recognise that lack of attendance at a physical school can be cause for safeguarding concern. In a virtual school this is even more important, therefore attendance in each lesson is recorded and action is taken to engage all pupils in lessons.
- As we are a virtual provision it is not necessary to update the daily DfE attendance record - as agreed with DfE in March 2020.
- Should additional staff be recruited they will be subject to the same safer recruitment standards and induction training as previously, with the exception of interviews being held virtually.
- The Single Central Record will remain comprehensive and up to date.
- Risk assessments will continue to be utilised.
- Should it be necessary referrals to the Teacher Regulation Agency will be made by emailing [misconduct.teacher@education.gov.uk](mailto:misconduct.teacher@education.gov.uk).

### 4.3 Mental Health

Negative experiences and distressing life events, such as the current circumstances, can affect the mental health of pupils and their parents. Government guidance for Mental Health and Behaviour in School is referred to. The Green Room Schools offer pastoral care in the form of mentoring and coaching. Mental health of pupils is reviewed daily and then as needed as the pandemic progresses. Staff are careful when setting expectations of pupils' work where they are at home to not exacerbate any mental health issues.

### 4.4 Online Working with Young People

The Green Room carefully considers the safety of pupils when working online. The starting point for online teaching is the same principles as in the physical school. Our behaviour and e-safety policies outline acceptable use of technologies, staff pupil/student relationships and communication including the use of social media. The Green Room ensures any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements.

Pupils are advised of their options if they have concerns online, starting with the school staff who will deal with the issue as a safeguarding matter. In addition they are informed of places for practical support.

- Childline - for support

- UK Safer Internet Centre - to report and remove harmful online content
- CEOP - for advice on making a report about online abuse

The Green Room is in regular contact with parents and carers concerning online conduct, safety, and the online activities and sites they will be visiting. The school also advises parents and carers to consider the importance of securing other online support from a reputable organisation/individual who can provide evidence that they are safe and can be trusted to have access to children. Support for parents and carers, which is shared with them, to keep their children safe online includes:

- [Internet matters](#) - for support for parents and carers to keep their children safe online
- [London Grid for Learning](#) - for support for parents and carers to keep their children safe online
- [Net-aware](#) - for support for parents and careers from the NSPCC
- [Parent info](#) - for support for parents and carers to keep their children safe online
- [Thinkuknow](#) - for advice from the National Crime Agency to stay safe online
- [UK Safer Internet Centre](#) - advice for parents and carers

## 4.5 Online Communication with Pupils

Communication with children both in the ‘real’ world and the ‘virtual’ world (eg through web based and telecommunication interactions) will take place within explicit professional boundaries. This includes the use of computers, tablets, phones, virtual classrooms, chats and meetings, texts, emails, instant messages, social media, chat-rooms, forums, blogs, websites, gaming sites, digital cameras, videos, web-cams and other handheld devices (given the ever changing world of technology it should be noted that this list gives examples only and is not exhaustive.)

(The key distinction of a virtual classroom is that it takes place in a live, synchronous setting involving interaction between teachers and pupils whereas online coursework involves the viewing of pre-recorded, asynchronous material) .

## 4.6 Staff Conduct Online

Staff will not request or respond to any personal information from children other than which may be necessary in their professional role. They will ensure that their communications are open and transparent and avoid any communication which could be interpreted as ‘grooming behaviour’. This means that adults will:

- not seek to communicate/make contact or respond to contact with pupils outside of the purposes of their work;
- not give out their personal details;
- use only equipment and Internet services provided by The Green Room for professional contact; Staff will always save any messages received that they are concerned about and forward these to the DSL. Staff will also routinely save or screenshot their Google Chats with pupils/parents
- follow The Green Room’s e-Safety agreement re use of technology.

- ensure that their use of technologies could not bring The Green Room into disrepute.
- Not Meet pupils outside school hours or school duties

NB Given the intention of The Green Room to be supportive to all pupils and their families, there may be exceptions to the above. If this is the case, staff will protect themselves and the pupil and her/his family by making sure that a record is made detailing the reason(s) for the exception and ensure that a senior manager (preferably the DSL and / Head of School) is aware of the arrangement.

In case of Pandemic/ School Closure/ Emergency the school must move to a virtual School. Virtual classrooms can also be used to engage a pupil who is struggling to attend school.

## 4.7 Monitoring

All staff are aware of the dangers inherent in working alone with a child online and therefore The Green Room Foundation takes steps to ensure the safeguarding of all pupils and staff.

All online/video classrooms or activities have a teacher and an LSA present as they would in school.

Pupils can be lent school computer equipment to work on at home. All equipment is subject to filtering (against extremist or terrorist sites) as it would be in the physical school. Staff will be alert to young people who are at risk when the school is being run virtually.

Some confidential, therapeutic and one-to-one sessions need to be conducted privately and staff can do this via phone calls, Google Chat or Google Meet - audio only. In case of an emergency or pupils crisis, video calls such as Google Hangout / Meet can be used but The Green Room is able to monitor these sessions as staff will always record them. Any recordings are automatically stored securely on the Google Drive of whoever started the meeting - access to which is only granted to any relevant staff and kept in accordance with GDPR regulations. These files would only ever be accessed if necessary in safeguarding situations. Pupils are always informed that they are being recorded. Alternatively staff will include the pupils' coach or a member of the SLT in an online meeting.

## 4.8 Peer on Peer Engagement Online

The Green Room School uses Educational G Suite which includes a virtual meeting place. The pupils can 'chat' together and make audio/video calls. This has a positive effect on their wellbeing and maintaining connections. It can also be abused so we have put sanctions in place for anyone not using this platform appropriately.

## 4.9 Sanctions for Poor Online Behaviour

Pupils are advised to respect the principles of politeness, respect and kindness when online. Any communications found to be disrespectful, offensive, hurtful or in any way having a detrimental effect on a pupil or staff member's well-being, will go through the

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following scale of sanctions. Initially, a staff member will inform pupils if their behaviour is inappropriate. This gives the pupil a chance to rectify behaviour immediately and apologise if required. Pupils are also encouraged to speak openly if they feel another pupil is not acting appropriately. Following this, if the behaviour continues these sanctions will be implemented.

1. The pupil responsible will be removed from the room (staff can do this immediately).
2. The pupils coach will be clear with the pupil as to what is not appropriate.
3. The pupil will receive a written warning from the Head/Deputy Head
4. The parents/carers will receive a letter from the Head/Deputy Head
5. Online Privileges will be removed from the pupil's profile
6. The removal of Chat from the pupil's profile and lessons will take place in isolation
7. Remove the pupil's GR Login for a fixed term (This is a fixed term exclusion)
8. Remove the pupil's GR Login permanently (This is a permanent exclusion)

Pupils understand there are plenty of opportunities within this scale to understand their behaviour and rectify it in this new environment. However, the Head of School reserves the right to proceed to the end of this scale for serious misconduct.

Parents/carers have been informed of the system and can alert us to any concerns.

## 5. Other Agencies

### 5.1 Information Sharing

Anybody who works in an education setting has a duty to protect the welfare of the children who attend. This applies to governors, headteachers, Designated Safeguarding Officers (DSOs), teachers, teaching assistants, and anyone else who spends time with children.

The Green Room creates an environment where pupils feel safe to learn and develop, and secure to approach any staff member with any problem. Staff are trained to identify pupils at risk of harm and know the characteristics of abuse or neglect, should a pupil not feel able to communicate difficulties.

If safeguarding concerns arise staff report to the Designated Safeguarding Leads (DSL) and Safeguarding Deputy Officers (SDO), verbally and through the software application CPOMS. CPOMS monitors child protection, safeguarding and different pastoral and welfare issues providing a platform for the management and recording of all pupil related child protection concerns.

DSLs and SDOs will make a referral to Children's Social Care (CSC) if the threshold is met, and ensure support is in place, seeking advice from CSC team member where necessary. Contact with the allocated Social Worker for the pupil will be made in cases where pupil already has Social Care involved. The school will ensure all requests from Social Care are followed up and provide representations in inter agency meetings such as Strategy, Initial and Review Child Protection Conferences, Core Group Meetings and Team Around the Child Meetings.

## 5.2 Parents

A line of dialogue and communication with parents/guardians ensures effective Child Protection. Communication with parents is typically made as soon as possible and appropriate. Parents can read all of The Green Room's policies and the Child Protection Policy and Procedures is no exception. [www.thegreenroomschool.com/policies](http://www.thegreenroomschool.com/policies)  
Parents are made aware of the identity of The Green Room's Designated Safeguarding Lead and Safeguarding Deputy Officer.

This policy is approved by the Co-CEO of The Green Room Foundation

Date: \_\_\_\_\_

Co-CEO \_\_\_\_\_

## Appendix A

### 'Gillick Competence'

Child Protection is linked very closely to parental rights, especially where it concerns medical matters. Simply put, parental control in these scenarios is dependent on the pupils' intelligence and understanding of the medical issue, thus, it is a matter of judgement.

'Gillick Competence', a term taken from the House of Lords case 'Gillick vs. West Norfolk', relates to an individual pupil, their treatment and their intelligence/understanding. It is not a matter of age.

Pupils may seek medical advice through The Green Room and not through their parents. It is at this point that The Green Room determines the level of competence and subsequently whether parents/guardians should be informed

## Appendix B

### Definition of Safeguarding

- Protecting children from maltreatment
- Preventing impairment of children's health or development
- Ensuring children grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes

## Appendix C

## Definitions of Abuse

Categories of abuse include: physical abuse, emotional abuse, neglect and sexual abuse all of which are fully understood by all Green Room staff

**Physical abuse** – involves:

- hitting,
- shaking,
- throwing,
- poisoning,
- burning or scalding,
- drowning,
- suffocating,
- otherwise causing physical harm to a child.

Physical harm can also be caused when a parent fabricates the symptoms of, or deliberately induces, illness in a child.

When seeking to recognise physical abuse, indicators of concern could include:

- Explanations which are inconsistent with an injury
- Different explanations provided for a single injury
- An inexplicable delay in seeking treatment
- Parent/s seeming uninterested or undisturbed by an accident or injury
- Absence of parent/carer – without good reason – when child is presented for treatment
- Repeated presentation for minor injuries – may be a cry for help – which can lead to a more serious injury if ignored
- Frequently use different doctors and accident and emergency departments

An extent of emotional abuse is involved in all types of maltreatment of a child, though it may occur in isolation.

**Emotional abuse** is the persistent emotional maltreatment of a child to such an extent that it has a severe and persistent effect on the child's emotional development. This may involve:

- Conveying to children that they are worthless, inadequate, unlovable, or valued only insofar as they meet the needs of another person
- Imposing age or developmentally inappropriate expectations upon a child
- Witnessing or hearing the ill-treatment of another
- Serious bullying, including cyber-bullying, causing children frequently to feel frightened or in some form of danger
- Exploiting and corrupting children

Emotional abuse can be difficult to recognise, as the signs are generally behavioural rather than physical and are often associated with other forms of abuse.

Professionals should be aware that emotional abuse might indicate that the child is subjected

to other kinds of abuse.

The following may be indicators of emotional abuse:

- Developmental delay
- Abnormal attachment between a child and parent – e.g. anxious, indiscriminate or no attachment
- Aggressive behaviour towards others
- Appeasing behaviour towards others
- Appears to be the family Scapegoat
- Frozen watchfulness – particularly in pre-school children
- Low self-esteem and lack of confidence
- Withdrawn or seen as a 'loner' – difficulty relating to other Children

**Sexual abuse** involves forcing or enticing a child or young person to take part in sexual activities (including prostitution) regardless of whether the child is aware of what is happening. Abuse may include physical contact, including penetrative – e.g. rape, buggery (anal) or oral sex – or non-penetrative.

Penetrative sex where one partner is under the age of 16 is illegal, although prosecution of similar age consenting partners is not usual.

Sexual relationship with a child under the age of 13 is classified as rape.

Sexual abuse also includes non-contact activities such as involving children in the viewing of or production of pornographic materials, watching sexual acts or encouraging children to behave in a sexually inappropriate manner.

Sex offenders have no common profile, therefore it is extremely important for professionals to avoid attaching any significance to stereotypes around their backgrounds or behaviours.

Research indicates that 80% of sexual offending occurs in the context of a known relationship and sexual abuse can be very difficult to recognise. Reporting it is extremely traumatic for children which makes identification and disclosure rates very deceptive. Approximately three-quarters of sexually abused children did not tell anyone at the time of the abuse and a third had not disclosed their experience/s by early adulthood. Therefore if a child makes an allegation of sexual abuse, it is important that they be taken seriously.

Behavioural indicators which may help professionals identify child sexual abuse include:

- Inappropriate sexualised conduct
- Sexually explicit behaviour, play or conduct, which is inappropriate to child's age
- Contact or non-contact sexually harmful behaviour
- Continual and inappropriate or excessive masturbation
- Self-harm – including eating disorders – self-mutilation and suicide attempts
- Involvement in sexual exploitation or the indiscriminate choice of sexual partners
- An anxious unwillingness to remove clothes for sports events, however, this could also be related to cultural norms or physical difficulties

Physical indicators associated with child sexual abuse include:

- Pain or itching of genital area
- Blood on underclothes
- Pregnancy in a child
- Physical symptoms such as injuries to the genital or anal area, bruising to buttocks, abdomen and thighs, sexually transmitted disease, presence of semen on vagina, anus, external genitalia or clothing

**Neglect** may involve a failure on behalf of a parent or caregiver to:

- To provide food, clothing and shelter – including exclusion from home or abandonment
- To protect from physical and emotional harm
- To ensure adequate supervision – including the use of inadequate babysitters/ caregivers
- To ensure access to appropriate medical care or treatment
- To attend to child's basic emotional needs, unresponsiveness

It is rare that an isolated incident would lead to the involvement of agencies. Evidence of neglect generally builds up over a period of time, therefore professionals should compile a chronology and share their concerns with other agencies which may be involved with the particular family, as this will help to ascertain whether seemingly minor incidents are in fact part of a wider pattern of neglectful behaviour.

Some indicators of neglect include:

Failure to meet essential physical needs – adequate or appropriate food, clothes, warmth, hygiene and medical or dental requirements

Failure to meet essential emotional needs – e.g., to feel loved and valued, to live in a safe, predictable home environment

- Child appears listless, apathetic and unresponsive with no apparent medical cause
- Failure of child to grow within normal expected pattern, with accompanying weight loss
- Child thrives away from home environment
- Child frequently absent from school
- Child left with inappropriate carers – e.g., too young, complete strangers
- Child left with intoxicated and/or violent adults
- Child abandoned or left alone for excessive periods

Children and young people can be particularly vulnerable to neglect due to the degree of stress parents/carers may experience as a result of any increased level of care a child may require.

Neglect can be perpetuated consciously as an abusive act, however it is rarely an act of deliberate cruelty. Parental neglect is generally attributed to one or more unmet needs of the parent, such as mental illness, substance misuse, domestic violence and/ or learning disability.

## Specific Safeguarding Issues

As identified in the DfE Keeping Children Safe in Education September 2016 Guidelines,

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The Green Room School also recognises the following types of abuse:

**Child sexual exploitation(CSE)** involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

**Bullying including cyberbullying** is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

Many experts say that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click. Please refer to our eSafety policy.

**Domestic Violence / Gender Based Violence ( including violence against women and girls)** is defined as any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse

a) domestic violence - between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality.

b) gender based violence - of females

Both can encompass, but are not limited to:

- psychological
- physical
- sexual
- financial
- emotional

Controlling behaviour is a range of acts designed to make a person subordinate and/or dependent by isolating them from sources of support, exploiting their resources and capacities for personal gain, depriving them of the means needed for independence, resistance and escape and regulating their everyday behaviour.

Coercive behaviour is an act or a pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish, or frighten their victim

Drug Abuse can be a symptom of other problems and The Green Room School will be alert to behaviour which might indicate that the child is experiencing difficult home circumstances. The Green Room will be ready to involve or refer pupils to other appropriate services when needed. If a pupil is suspected of being under the influence of drugs or alcohol on school premises, The Green Room must prioritise the safety of the young person and those around them. If necessary it should be dealt with as a medical emergency, administering First Aid and summoning appropriate support. Depending on the circumstances, parents or the police may need to be contacted.

**Fabricated or induced illness** - Where illness is being fabricated or induced, extensive, unnecessary medical investigations may be carried out in order to establish the underlying causes for the reported signs and symptoms. The child may also have treatments prescribed or operations which are unnecessary. These investigations can result in children spending long periods of time in hospital and some, by their nature, may also place the child at risk of suffering harm or even death. Nearly all affected children undergo many unpleasant investigations and/or treatments but many children, especially young children, who have had illness fabricated or induced may not be fully aware of the nature of their abuse. Some children are confused about their state of health. Many are preoccupied with anxieties about their health and survival and may express suicidal thoughts as a result of their despair. Older children and adults who have been abused in this way may come to feel anger at their betrayal by their parent(s), and a lack of trust in those caring for them including medical professionals.

The following list is of behaviours exhibited by carers which can be associated with fabricating or inducing illness in a child. This list is not exhaustive and should be interpreted with an awareness of cultural behaviours and practices which can be mistakenly construed as abnormal behaviours:

- deliberately inducing symptoms in children by administering medication or other substances, by means of intentional transient airways obstruction or by interfering with the child's body so as to cause physical signs.
- interfering with treatments by over dosing with medication, not administering them or interfering with medical equipment such as infusion lines;
- claiming the child has symptoms which are unverifiable unless observed directly, such as pain, frequency of passing urine, vomiting or fits. These claims result in unnecessary investigations and treatments which may cause secondary physical problems;
- exaggerating symptoms which are unverifiable unless observed directly, causing professionals to undertake investigations and treatments which may be invasive, are unnecessary and therefore are harmful and possibly dangerous;
- obtaining specialist treatments or equipment for children who do not require them;

- alleging psychological illness in a child.

**Faith abuse** - Child abuse related to belief includes inflicting physical violence or emotional harm on a child by stigmatising or labelling them as evil or as a witch. Where this type of abuse occurs it causes great distress and suffering to the child. This includes: belief in concepts of witchcraft and spirit possession, demons or the devil acting through children or leading them astray (traditionally seen in some Christian beliefs), the evil eye or djinns (traditionally known in some Islamic faith contexts) and dakini (in the Hindu context); ritual or muti murders where the killing of children is believed to bring supernatural benefits or the use of their body parts is believed to produce potent magical remedies; and use of belief in magic or witchcraft to create fear in children to make them more compliant when they are being trafficked for domestic slavery or sexual exploitation.

Child abuse linked to faith or belief may occur where a child is treated as a scapegoat for perceived failure. Whilst specific beliefs, practices, terms or forms of abuse may exist, the underlying reasons for the abuse are often similar to other contexts in which children become at risk. These reasons can include family stress, deprivation, domestic violence, substance abuse and mental health problems. Children who are different in some way, perhaps because they have a disability or learning difficulty, an illness or are exceptionally bright, can also be targeted in this kind of abuse.

**Female Genital Mutilation** comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs for non-medical reasons. It has no health benefits and harms girls and women in many ways. It involves removing and damaging healthy and normal female genital tissue, and hence interferes with the natural function of girls' and women's bodies. The practice causes severe pain and has several immediate and long-term health consequences, including difficulties in childbirth also causing dangers to the child.

Specific factors that may heighten a girl's or woman's risk of being affected by FGM

There are a number of factors in addition to a girl's or woman's community or country of origin that could increase the risk that she will be subjected to FGM:

- The position of the family and the level of integration within UK society – it is believed that communities less integrated into British society are more likely to carry out FGM.
- Any girl born to a woman who has been subjected to FGM must be considered to be at risk of FGM, as must other female children in the extended family.
- Any girl who has a sister who has already undergone FGM must be considered to be at risk of FGM, as must other female children in the extended family.
- Any girl withdrawn from Personal, Social and Health Education or Personal and Social Education may be at risk as a result of her parents wishing to keep her uninformed about her body and rights.

Indications that FGM may be about to take place soon:

The age at which girls undergo FGM varies enormously according to the community. The procedure may be carried out when the girl is newborn, during childhood or adolescence, at marriage or during the first pregnancy. However, the majority of cases of FGM are thought to take place between the ages of 5 and 8 and therefore girls within that age bracket are at

a higher risk.

It is believed that FGM happens to British girls in the UK as well as overseas (often in the family's country of origin). Girls of school age who are subjected to FGM overseas are thought to be taken abroad at the start of the school holidays, particularly in the summer holidays, in order for there to be sufficient time for her to recover before returning to her studies.

There can also be clearer signs when FGM is imminent:

- It may be possible that families will practise FGM in the UK when a female family elder is around, particularly when she is visiting from a country of origin.
- A professional may hear reference to FGM in conversation, for example a girl may tell other children about it
- A girl may confide that she is to have a 'special procedure' or to attend a special occasion to 'become a woman'.
- A girl may request help from a teacher or another adult if she is aware or suspects that she is at immediate risk.
- Parents state that they or a relative will take the child out of the country for a prolonged period
- A girl may talk about a long holiday to her country of origin or another country where the practice is prevalent
- Parents seeking to withdraw their children from learning about FGM.

There are a number of indications that a girl or woman has already been subjected to FGM:

- A girl or woman may have difficulty walking, sitting or standing and may even look uncomfortable.
- A girl or woman may spend longer than normal in the bathroom or toilet due to difficulties urinating.
- A girl may spend long periods of time away from a classroom during the day with bladder or menstrual problems.
- A girl or woman may have frequent urinary, menstrual or stomach problems.
- There may be prolonged or repeated absences from school or college.
- A prolonged absence from school or college with noticeable behaviour changes (e.g. withdrawal or depression) on the girl's return could be an indication that a girl has recently undergone FGM.
- A girl or woman may be particularly reluctant to undergo normal medical examinations.
- A girl or woman may confide in a professional.
- A girl or woman may ask for help, but may not be explicit about the problem due to embarrassment or fear.
- A girl may talk about pain or discomfort between her legs.

**Forced Marriage** is where one or both people do not (or in cases of people with learning disabilities, cannot) consent to the marriage and pressure or abuse is used. It is an appalling and indefensible practice and is recognised in the UK as a form of violence against women and men, domestic/child abuse and a serious abuse of human rights. The pressure put on people to marry against their will can be physical (including threats, actual physical violence and sexual violence) or emotional and psychological (for example, when someone is made to feel like they're bringing shame on their family). Financial abuse

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(taking your wages or not giving you any money) can also be a factor.

**Gangs and youth violence** - The Green Room School has a duty and a responsibility to protect it's pupils and create a safe environment for education, as it is well established that success in learning is one of the most powerful indicators in the prevention of youth crime. As educational establishments are generally seen as safe places, even low levels of youth violence can have a disproportionate impact on any educational establishment. Schools and colleges are places where important interventions can take place to prevent violent behaviour, including more serious violence such as young people carrying a knife, and violence that takes place in the community.

Whilst schools and colleges may face different specific challenges and operate in different contexts, many of the issues they face will be similar be they in urban or rural areas.

The Green Room aims to ensure pupils feel safe at school all the time, understand very clearly what unsafe situations are; and be highly aware of how to keep themselves and others safe.

**Mental Health** - One in ten children aged between 5 and 16 years has a mental health problem, and many continue to have mental health problems into adulthood. Mental health problems can also contribute to perpetuating cycles of inequality through generations. Early interventions, particularly with vulnerable children and young people, can improve lifetime health and wellbeing, prevent mental illness and reduce costs incurred by ill health, unemployment and crime. Such interventions not only benefit the individual during their childhood and into adulthood, but also improve their capacity to parent, so their children in turn have a reduced risk of mental health problems and their consequences.

**Private Fostering** arrangements can be a positive response from within the community to difficulties experienced by families. Nonetheless, privately fostered children remain a diverse and potentially vulnerable group.

The private foster carer becomes responsible for providing the day to day care of the child in a way which will promote and safeguard his welfare. Overarching responsibility for safeguarding and promoting the welfare of the privately fostered child remains with the parent or other person with parental responsibility. Local authorities do not formally approve or register private foster carers. However, it is the duty of local authorities to satisfy themselves that the welfare of children who are, or will be, privately fostered within their area is being, or will be, satisfactorily safeguarded and promoted. It is the local authority in whose area the privately fostered child resides which has legal duties in respect of that child.

**Radicalisation** - In association with the Government's Prevent Duty June 2015 Example indicators that an individual is engaged with an extremist group, cause or ideology include:

- spending increasing time in the company of other suspected extremists;
- changing their style of dress or personal appearance to accord with the group;
- their day - to - day behaviour becoming increasingly centred around an extremist ideology, group or cause;
- loss of interest in other friends and activities not associated with the extremist ideology, group or cause;

- possession of material or symbols associated with an extremist cause (e.g. the swastika for far right groups);
- attempts to recruit others to the group/cause/ideology; or
- communications with others that suggest identification with a group/cause/ideology.

Example indicators that an individual has an intention to use violence or other illegal means include:

- clearly identifying another group as threatening what they stand for and blaming that group for all social or political ills;
- using insulting or derogatory names or labels for another group;
- speaking about the imminence of harm from the other group and the importance of action now;
- expressing attitudes that justify offending on behalf of the group, cause or ideology;
- condoning or supporting violence or harm towards others; or plotting or conspiring with others.

Example indicators that an individual is capable of contributing directly or indirectly to an act of terrorism include:

- having a history of violence;
- being criminally versatile and using criminal networks to support extremist goals;
- having occupational skills that can enable acts of terrorism (such as civil engineering, pharmacology or construction); or
- having technical expertise that can be deployed (e.g. IT skills, knowledge of chemicals, military training or survival skills).

The examples above are not exhaustive and vulnerability may manifest itself in other ways. There is no single route to terrorism nor is there a simple profile of those who become involved.

**Sexting** is the exchange of sexual messages or images and creating, sharing and forwarding sexually suggestive nude or nearly nude images through mobile phones and the internet.

**Teenage relationship abuse** - Research by the NSPCC showed that teenagers didn't understand what constituted abusive behaviours such as controlling behaviours, which could escalate to physical abuse, eg. checking someone's phone, telling them what to wear, who they can/can't see or speak to and that this abuse was prevalent within teen relationships. This led to these abusive behaviours feeling 'normal' and therefore left unchallenged as they were not recognised as being abusive.

Some of the signs below could indicate that a young person is experiencing relationship abuse. This list is not exhaustive and young people respond differently. These signs could also be due to other causes, but it is useful to be aware of common responses.

- Physical signs of injury / illness
- Truancy, failing grades
- Withdrawal, passivity, being compliant
- Changes in mood and personality
- Isolation from family and friends
- Frequent texts and calls from boyfriend / girlfriend

- Inappropriate sexual behaviour / language / attitudes
- Depression
- Pregnancy
- Use of drugs / alcohol (where there was no prior use)
- Self-harm
- Eating disorders or problems sleeping
- Symptoms of post-traumatic stress
- Bullying / being bullied

Relationship abuse can have a negative impact on a young person's cognitive ability which can affect how they behave at school. Signs can include:

- Disturbed sleep affecting concentration
- Not focussed in lessons as he or she is preoccupied and worried
- Very gendered expectations of career and achievement
- Feeling unsafe as afraid of being traced by abuser via school
- Appearing isolated and removed
- Worried that everyone at school knows what is happening

Young women and girls disproportionately experience teenage relationship abuse. Teenage relationship abuse is a form of violence against women that is both a cause and consequence of gender inequality.

**Child trafficking** is a very serious issue which can have a devastating and lasting impact on its victims. Children can be trafficked into, within and out of the UK.

Children trafficked into the country may be registered at a school for a term or longer, before being moved to another part of the UK or abroad. This pattern of registration and de-registration may be an indicator that a child has been trafficked. However, practitioners should always bear in mind that not all children who go missing from education have been victims of trafficking. For example, there may be instances of children from communities that move around – Gypsy, Roma, traveller or migrant families – who collectively go missing from school.

If staff member suspects they have identified a child who has been trafficked, they would discuss concerns with the Designated Safeguarding Lead. Nothing should be done which would heighten the risk of harm or abduction to the child. They should refer the case to children's social care or the police.

Finally, The Green Room acknowledges the variations in cultures that relate to Child Protection. The Green Room will always find the balance between cultural perspectives and promoting the safety and well being of the pupil.

**Children missing from education** - All children regardless of their circumstances are entitled to a full time education which is suitable to their age, ability, aptitude and any special educational needs they may have. A child going missing from education is a potential indicator of abuse or neglect. Staff should follow The Green Room School's Missing Pupils Procedure Policy to deal with children who go missing from education, particularly on repeat occasions.

It is essential that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, FGM, and forced marriage.

The Green Room must inform the local authority of any pupil who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 school days or more, at such intervals as are agreed between the school and the local authority.